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**AN ANALYSIS OF STUDENTS' ABILITY IN PRONOUNCING  
VOWEL SOUNDS AT THE FIFTH SEMESTER STUDENTS  
IN ENGLISH EDUCATION DEPARTMENT OF  
STATE ISLAMIC UNIVERSITY OF  
SULTAN SYARIF KASIM RIAU**



BY

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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

**PEKANBARU**

**1443 H/ 2021 M**

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ENGLISH EDUCATION DEPARTMENT OF  
STATE ISLAMIC UNIVERSITY OF  
SULTAN SYARIF KASIM RIAU**

Thesis  
Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education  
( S.Pd)



UIN SUSKA RIAU

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1443 H/ 2021 H**



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## SUPERVISOR'S APPROVAL

The thesis entitled *An analysis of Students Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau* is written by Ridatul Jannah, SIN. 11714202683. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


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## EXAMINER APPROVAL

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Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aamiin.

Pekanbaru, August 2021  
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UIN SUSKA RIAU

**Ridatul Jannah (2021):**

**An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.**

The objective of this research was to know the students' ability in pronouncing vowel sounds at the fifth semester students of English Education Department of UIN Suska Riau after they studied Phonetic subject in the previous semester. Based on the expert's opinion, there are several factors that cause Indonesian students to have difficulty in pronouncing English. Some of the students were difficult to pronounce English word especially pure vowel sounds. They are 1) difficult in pronouncing some words containing (/i:/, /ɪ/, /ε/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/). Some of students were difficult to pronounce English word especially diphtong sounds. 2) (ɪə, ʊə, eə, eɪ, v:, aɪ, əʊ). This research was a descriptive quantitative by using a test as instrument in collecting the data. The population of the research was 142 the fifth students at English Education Department consisting of 4 classes (5A, 5B, 5C, 5D, 5F). By having proportional simple random sampling, it has been selected 21 students. The result score of the students concluded that the students' ability in pronouncing vowel sounds was in the higher score or in very good category by the mean score was 96,66.

**Keywords:** *Students ability, Pronouncing, English Vowel Sounds.*

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## ABSTRAK

**Ridatul Jannah (2021): Kemampuan Mahasiswa Semester Lima Jurusan Pendidikan Bahasa Inggris UIN SUSKA RIAU Didalam Pengucapan Bunyi Vowel.**

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa pada semester 5 jurusan Pendidikan Bahasa Inggris UIN Suska Riau dalam pengucapan bunyi vokal didalam bahasa Inggris setelah mereka mempelajari matakuliah *phonetic* pada semester sebelumnya. Berdasarkan pendapat ahli ada beberapa faktor penyebab pelajar Indonesia mengalami kesulitan didalam pengucapan bahasa inggris. Diantara penyebab tersebut adalah 1) Pelajar mengalami kesulitan didalam pengucapan bunyi-bunyi pure vowel (/i:/, /ɪ/, /ε/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/). 2) Pelajar mengalami kesulitan didalam pengucapan bunyi-bunyi diphthong (ɪə, ʊə, eə, eɪ, v:, aɪ, əʊ). Penelitian ini menggunakan tes dengan metode deskriptif kuantitatif. Total populasi pada penelitian ini yaitu sebanyak 142 orang mahasiswa semester 5 jurusan Pendidikan Bahasa Inggris UIN Suska Riau yang terdiri dari 6 kelas (5A, 5B, 5C, 5D, 5E, 5F) dengan menggunakan *proportional simple random sampling* maka terpilihlah 21 siswa sebagai sampelnya. Hasil skor dari siswa ternyata menyatakan bahwa mahasiswa semester 5 memiliki kemampuan yang sangat bagus didalam pengucapan bunyi-bunyi *vowel* dengan skor rata-rata 96,66 dengan kategori *very good*.

**Kata Kunci: Kemampuan Siswa, Pengucapan, Bunyi Vokal**

## ملخص

ردات اللجنة، (٢٠٢١): قدرات طلاب الفصل الدراسي الخامس بقسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو على نطق حروف العلة

إن الهدف لهذا البحث معرفة قدرات طلاب الفصل الدراسي الخامس بقسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو على نطق حروف العلة في اللغة الإنجليزية بعدما تعلموا مادة الدراسات اللغوية في الفصل الدراسي الماضي. بناء على رأي الخبراء هناك العديد من العوامل التي تجعل الطلاب الإندونيسيين يواجهون صعوبات في نطق اللغة الإنجليزية، ومنها ما يلي: (١) يواجه الطلاب صعوبة في نطق أصوات الحروف المتحركة النقية (i:، ɪ، eɪ، æ، ʌ، ɑ:، ɒ، ɔ:، ʊ، u:، ʌ، 3:، ɔ، ɛ، ɔu، ɑɪ، v:، eɪ). وهذا البحث يستخدم الاختبار بطريقة وصفية كمية. وعدد مجتمعه ١٤٢ طالبا للفصل الدراسي الخامس بقسم تعليم اللغة الإنجليزية لجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو الذين يتكونون من ٦ فصول (الفصل الدراسي الخامس أ والفصل الدراسي الخامس ب والفصل الدراسي الخامس ج والفصل الدراسي الخامس د والفصل الدراسي الخامس هـ والفصل الدراسي الخامس ف)، ومن خلال أسلوب أخذ العينات النسبي البسيط العشوائي تم تحديد ٩٦،٤٨ طالب كعينة للبحث. والنتائج دلت على أن طلاب الفصل الدراسي الخامس هم قادرين على نطق حروف العلة بمتوسط درجات ٩٦،٤٨ وتكون في المستوى جيد جدا.

الكلمات الأساسية: قدرات طلاب، نطق حروف العلة.

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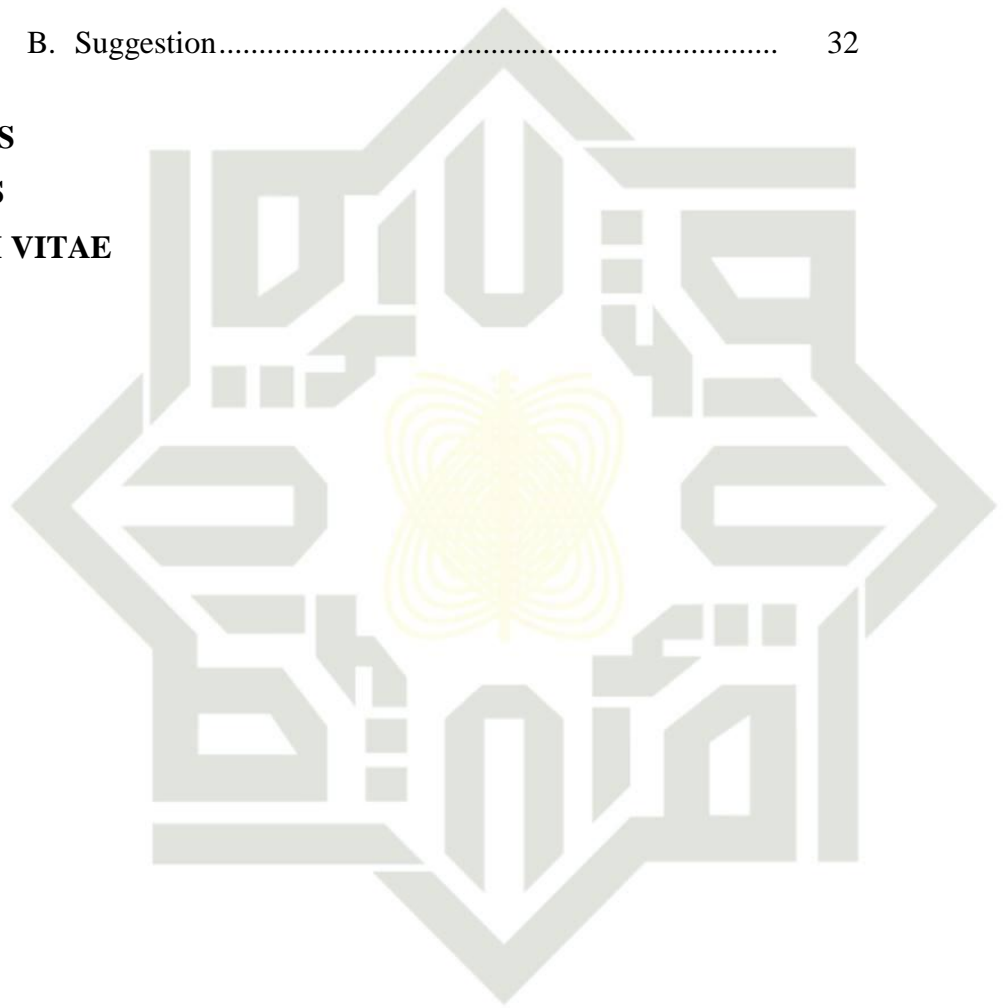
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UIN SUSKA RIAU

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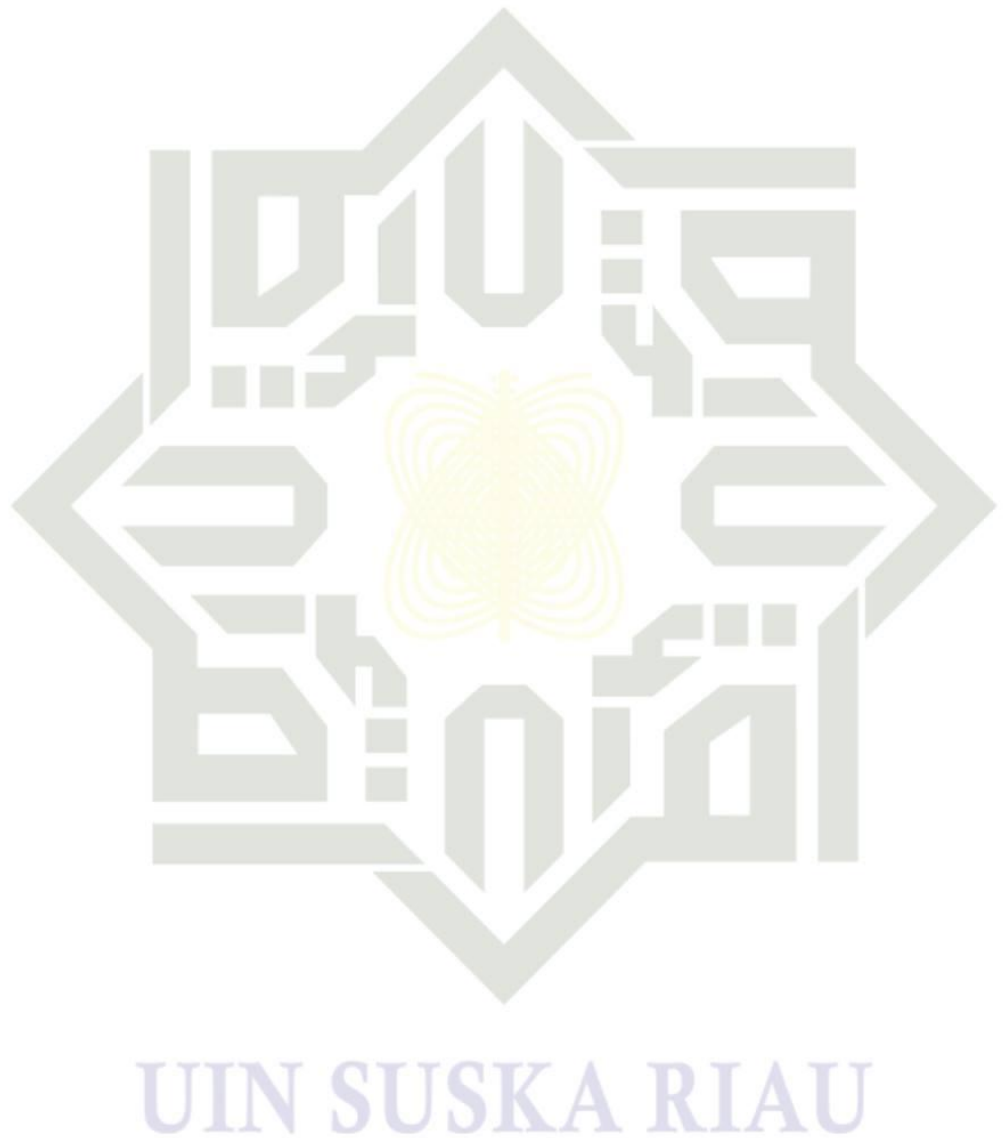
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

According to Behtash (2017) there are five important components of speaking. They are vocabulary, grammar, fluency, pronunciation, and organization. People should be masters with each component in speaking. Based on the expert stated above, we know that pronunciation is one of the important components that are included in speaking components. Pronunciation is one of the important aspects that will support students' speaking skills. By having good pronunciation, people will be easy to speak with anyone else. If our pronunciation is clear therefore the listener will be easy to understand what we said. Actually, when the students do not know how to produce the word correctly, it will confuse the listener with the word and the worst possibility is wrong meaning with the speaking want to say.

Based on Bajri (2017) pronunciation is an important aspect of a foreign language because pronunciation will be impacted by a student's communicative competence and performance. For example in speaking, telling stories, presentations, etc. If students have mistaken in producing the words, therefore the listener will have a different meaning from the speaker. Based on Syllabus Phonetic Subject in the English Education Department students have a deep understanding of English Pronunciation, but in the fact some students are still wrong in pronunciation even though they have studied phonetic subjects in the previous semester. In the previous semester, the

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researcher learns about a course and, that's the course asked to interview the junior, based on the interview the researcher found some students have mistakes in pronouncing the English words. For example when they pronounce words of *about*, *take*, *sure*, and others. They pronounce those words not based on the correct pronunciation.

As one of the language components, pronunciation is an important component for people in speaking. Pronunciation is a necessity for people in speaking. But for Indonesian learners, or foreign language learners pronunciation becomes a difficult component when they are speaking English. They are also confused to produce English words. That problem caused differences between English Language and the Indonesian language. The first difference between the English and Indonesian Languages is different in vowel sounds. In Indonesia, there are six vowel sounds. They are /i/, /u/, /o/, /a/, /e/, and /ə/. While, in the English language, there are twelve vowel sounds. They are /i:/, /ɪ/, /ɛ/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/. The second factors are English is an inconsistent language. For example, when we read *look* therefore this word should be pronounced as / *look* /. Different from the Indonesian language is as consistent language. For Example when we read the word *saya* therefore this word should be pronounced / *saya* /. The third factor is the way teacher's in speaking. As we know a teacher is a model for our students. It means everything that the teacher does will be imitated by our students, same as with pronunciation. Students will imitate how their teachers pronounce some words. But in fact, some teachers also make errors



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in pronunciation and the impact students also imitate those errors in pronunciation. And the last is student confidence. Because English is not their mother tongue or foreign language so they do not confident to pronounce English words. They get afraid to make mistakes when pronouncing English words and also they shy to speak English. They are only comfortable speaking their first language because they mastered that language. They will never make mistakes when they speak Indonesian or their first language Xu Li Hua (1999) in Astutik (2017).

On other hand Skandera and Burleigh in Arevi and Ratmanida (2020)

In pronouncing vowels in English, there are some sounds that students often make mistakes. That sounds are Vowel /ɑ:/, /u:/, /ə/, /ʊ/, and diphthong /iə/. This happened because of a spelling pronunciation mismatch in English. Lack of knowledge is the main reason the students faced so many inaccuracies in pronunciation.

For these reasons, the writer is interested to find out the students' ability in pronouncing vowel sounds at the English Education Department of UIN Suska Riau. The writer does hope that the result can measure students' ability in pronunciation and can be as the feedback for the lecturer and students' improvement in learning English pronunciation, especially in pronouncing vowel sounds.

Based on the explanation above, the writer wants to conduct a research entitled **“An Analysis of Students' Ability in Pronouncing Vowel Sounds of the Fifth Semester Students in English Education Department of the State Islamic University of Sultan Syarif Kasim.”**

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## B. Problems

### 1. Identification of the Problem

The problems of this research that the researcher is going to analyze are as follows:

- a. Some of the students were difficult to pronounce English word especially pure vowel sounds. They difficult in pronouncing some words containing (/i:/, /ɪ/, /ε/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/).
- b. Some of the students were difficult to pronounce English words especially diphthong sounds. (ɪə, ʊə, eə, eɪ, v:, aɪ, əʊ).

### 2. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses on analyzing the students' ability in pronouncing English words that contain vowel sounds by the students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

### 3. Formulation of the Problem

The formulation of the problem in this research is how is the students' ability in pronouncing vowel sounds?

## C. Objective and Significance of the Research

### 1. The Objective of the Research

Objective of the research is to know the students' ability in pronouncing vowel sounds at the fifth semester of the English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

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**2. Significance of the Research**

- a. Hopefully, this research can benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. This research finding is also expected to be useful and valuable, especially for students at the English Education Department State Islamic University of Sultan Syarif Kasim Riau.
- c. Besides, this research finding is also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- d. Finally, this research finding is also expected to be practical and theoretical information to the development of theories of language teaching of the world then they may overcome the difficulties in pronouncing vowel sounds in the English language.

**D. The Reasons for Choosing the Tittle**

1. The title of this research is relevant to the researcher's status as a student of English Education Department.
2. The title of this research is not investigated yet by the previous researchers at the State Islamic University of Sultan Syarif Kasim Riau.
3. The location of this research facilitates the researcher in conducting the research.

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## E. Definition of the Terms

### 1. Pronunciation

Pronunciation is an important aspect of students foreign language in communicative competence. If the students have a good pronunciation it means the students will be success in communicative competence and will avoid misunderstanding in communication.

### 2. Vowel

Vowel is a speech sound which is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction, and which is a unit of the sound system of a language that forms the nucleus of a syllable.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Nature of Perception

###### a. Pronunciation

According to Paulston and Burder (1976) in Gilakjani (2016) pronunciation is the production of a sound system in communication from the speaker or the listeners' viewpoint. On the other hand Yates (2015) in Handayani (2017) pronunciation is the production of the sounds used to make meaning. It means if we have good pronunciation it will be easy for us to convey our meaning to our listeners and our listeners will be easy to understand our meaning.

Based on Endahati (2014) pronunciation is the way for people to know how words are pronounced. Further, based on Kelly (2000) pronunciation is a crucial aspect of communication. If someone wants to succeed in communication so they must be master in pronunciation.

According to Tergujeff (2012) pronunciation as the production of speech sounds that are produced by organs communication. From the experts explanation above we may take the conclusion is pronunciation is an important aspect in communication. To be a success in speaking or in communication people should be mastery in pronunciation. If someone has a good pronunciation therefore the

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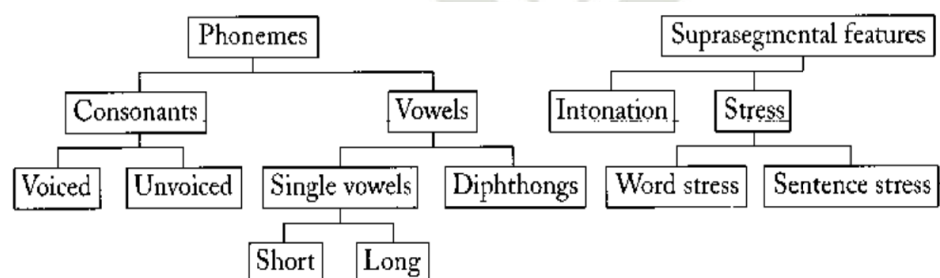
listener will be easy to understand what the speaker said. As a speaker, we should have a good pronunciation and produced the words clearly. If someone having an abd pronunciation and pronouncing the wrong word it means the meaning of the words will be different and the lsiteners do not get what is the speaker means. So to avoid misunderstanding between the speaker and the listener we must be able in pronunciation and pronouncing the word clearly and correctly.

#### b. Features of Pronunciation

According to Kelly (2000) features of pronunciation are segmental and suprasegmental features. Segmental and suprasegmental included phonemes (consonants and vowels), tress, rhythm, intonation, and connected speech.

According to Kelly (2000) the features of pronunciation can be described as the figure below:

**Figure II. 1 Features of Pronunciation**





## 2. Vowel Sounds

According to Budiyanti (2017) vowels are segments of speech that we produced without interruption of the airstream. On the other hand based on Ambalegin and Arianto (2018) vowel sounds are delivered by passing discuss through diverse shapes of the mouth with the distinctive position of the tongue and the lips and with the discuss stream moderately unhindered by the contract entriesbut at the glottis”.

Further Yule (2014) in Ambalegin dan Arianto (2018) “vowel sounds are delivered with a generally free stream of discussion, and they are all regularly voiced”. He included, “to portray vowel sounds, we consider the way in which the tongue influences the shape through which the wind stream must pass”.

Based on characteristics of articulation, pure vowels are divided into three categories: close vowels, mid vowels and open vowels (Kelly,2000).

### a. Close Vowels

According to Kelly (2000) close vowels is quite high in the mouth. Moving from /i:/ through to /u:/, and we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel.

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**Table II. 1 Close Vowels**

i:	Characteristics This sound is highest and most forward front vowel. Example: bead, key, cheese, scene, plice etc.
I	Characteristics This sound is bit lower snd further back than /i:/. Example: biggest, mountain, bit, busy, rhythm etc.
u	Characteristics The position is in the half close position, the lips are rounded, but loosely. Example: book, good, woman, push, pull.
U:	Characteristics The position is just below in the close position, lips are rounded and the tongue is tense. Example: food, rude, true, who, fruit, soup.

**b. Mid Vowels**

According to Kelly (2000) Mid vowels is neither high not lower in the mouth. This vowels moving from /e/ through to /ɔ:/, this is different notice. /e/ is in front vowel, and /ɔ:/ is a back vowel.

**Table II. 2 Mid Vowels**

E	<b>Characteristics</b> The position is between the half open and hals close position, lips are loosely spread. Example: <i>egg, let, said, bead, any, leasure etc.</i>
ɛ	<b>Characteristics</b> The position is between the half close and half open positions, lips are relaxed and neutrally spread. Example: <i>about, paper, banana, nation.</i>
ɜ:	<b>Characteristics</b> The position is between the half close and half open position, lips are relaxed and neutrally spreads. Example: <i>shirt, her, word, further, pearl, serve etc.</i>
ɔ:	<b>Characteristics</b> The position is between the half open and half close position, lips are loosely rounded. Example: <i>fork, call, snore, taught, bought, board.</i>

**c. Open Vowels**

According to Kelly (2000) open vowels the tongue is low. Moving from /æ/ through to /ʌ/. They also have different notice. /æ/ is a front vowel and /ʌ/ is a back vowel.

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**Table II. 3 Open Vowels**

Æ	<b>Characteristics</b> The position is in the half open position, lips are neutrally open. Example: <i>attack, antique, plait etc.</i>
ʌ	<b>Characteristics</b> The position just above fully open position, lips are neutrally open. Example: <i>run, uncle, front, nourish, does, come.</i>
ɑ:	<b>Characteristics</b> The position is the centre and the back, lips are neutrally open. Example: <i>far, part, half, class, command, aunty etc.</i>
ɒ	<b>Characteristics</b> The position is fully open position, lips are lightly rounded. Example: <i>dog, often, cough, knowledge, australia etc.</i>

**d. Diphthong**

According to Kelly (2000) diphthong is kind of vowel sound with a special features. there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. In English having eight diphthong, they are:

- 1) Centring Diphthong based on Kelly (2000)

**Table II. 4 Centring Diphthong**

ɪə	<b>Characteristics</b> The position begins for /ɪ/, moving down and back towards /ə/. Example: <i>beer, beard, fear, here, idea, etc.</i>
ʊə	<b>Characteristics</b> The position begins for /ʊ/ moving to /ə/. Example: <i>sure, tour, obscure etc.</i>
eə	<b>Characteristics</b> The position begins for /e/ moving to /ə/. Example: <i>where, wear, chair, dare, there etc.</i>
eɪ	<b>Characteristics</b> The position begins for /e/ moving to /ɪ/. Example: <i>take, way, weigh, say, pain, they etc.</i>



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2) Closing Diphthong Ending in /I/ based on Kelly (2000)

**Table II. 5 Closing Diphthong**

eɪ	<b>Characteristics</b> The position begins for /e/ moving to /I/. Example: <i>take, way, weigh, say, pain, they etc.</i>
ɔɪ	<b>Characteristics</b> The position begins for /ɔ:/ moving to /I/. Example: <i>toy, avoid, enjoy, boy etc.</i>
aɪ	<b>Characteristics</b> The position begins for open position moving to /I/. Example: <i>high, tie, buy, might, cry etc.</i>
əʊ	<b>Characteristics</b> The position begins for /ə/ moving to /ʊ/. Example: <i>go, home, hello, although etc.</i>
aʊ	<b>Characteristics</b> The position begins for /a/ moving to /ʊ/. Example : <i>loud, bought, down etc.</i>

**3. Strategies in Pronunciation Teaching**

According to Kelly (2000) there are some strategies in pronunciation teaching:

a. Drilling

Drilling is main way of pronunciation practice in classroom. Basic form of drilling involves teacher saying a word or structure, and getting students to repeat it. Aim of drilling is to help students achieve better pronunciation of language items, and help them remember new item.

Drilling often follows a process known as eliciting. It is to encourage students to bring up a word, phrase of structure as they study before. Teachers generally use prompts, pictures, mimes to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase or structure for students to copy.

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## b. Chaining

Chaining is used to drill long sentences involving difficult word and sounds. Teachers separate certain words from sentence, and model them separately for students to repeat, and gradually build the sentence up until they become complete sentences.

There are two kinds of chaining:

## 1) Backchain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, gradually add to length. Students' mistake in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

## 2) Frontchain

Students are drilled to pronounce sentences and build up parts of start of the sentences from the start, gradually adding to its length. Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him....

I would've.....

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c. Substitution drilling

Substitution drilling is another important and useful variation.

This involves drilling a structure, but substituting items into the sentence being dealt with, as follow:

Teacher: it's in the corner

Student 1: it's in the corner

Teacher: it's on the table

Student 2: it's on the table.

d. Open pair drilling

Question and answer drills might be set up across the class, by one student asking, another responding, and so on. For example a big letter Q and A big letter A written on cards.

Student 1: have you ever been to Paris?

Student 4: yes. I have

Student5: have you ever been to New York?

Student 2: no I haven't.

e. Giving Feedback

Giving feedback is making correction which is used by teachers in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of language. When teachers give feedback, they should have different kind so correction techniques or strategies. For instance, teachers give feedback by



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practice rising and falling of their intonation, giving one test chosen for student which true or false, and writes some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will be more confident in pronounce pronouncing English words.

#### 4. Problems of Pronunciation

Many students have problems in learning English especially in spoken English language. There are many problems faced by students to study pronunciation according to Harmer (2007). They are as follows:

a. What students canhear

Some students have great difficulty hearing pronunciation features which we want them to reproduce Frequently, speakers of different first languages have problems with different sounds.

b. What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

c. The intonationproblem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

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According to Kelly (2000) there are two main problems in teaching pronunciation:

- 1) Pronunciation tends to be neglected.
- 2) When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglected. First, teachers lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory. When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Teachers need to improve their practical skill in teaching pronunciation.

Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both teachers and learners consider that pronunciation is very important in a language learning process.

To solve these problems, pronunciation teachers need:

- 1) A good grounding in theoretical knowledge

Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach

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students can give good pronunciation to students imitated.

2) Practical classroom skills

Teachers necessarily have strategies of how to attract students. Consequently, materials presented by teachers will be easily understood by students.

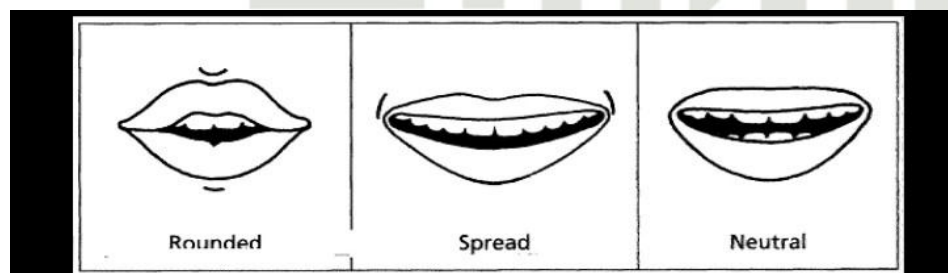
3) Access to good ideas for classroom activities

It is necessarily for teachers to teach pronunciation attractive. So, students will not get bored with available materials. They will get more enthusiastic in learning pronunciation.

**5. Assessment of Pronunciation in Vowel Sounds**

According to Kelly (2000) to assess vowel sounds it depends on lip position, there are three of vowel sounds based on lip position. They are:

**Figure II. 2 Lip Position**



- a. Rounded: the lips are pushed forward into the shape of circle.  
Example: sound /u/
- b. Spread: the corners of the lips are moved away from each other, as when smiling.



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Example: sound /i/

c. Neutral: the lips are not noticeably rounded or spread.

d. Example: sound /ə/

**Table II. 6 Pronunciation Score**

1	for correct pronunciation
0	for incorrect pronunciation

## B. Relevant Research

The first relevant research was conducted by Riadi, et al. (2013). which is entitled “Students’ Problems In Pronouncing Short and Long English Vowels”. The subjects of this research were the second-semester students of the English Education Study Program. The researcher used descriptive research. The number of population of this research was 30 students. In this research, The data were derived through students’ performance tests by using a minimal pair tests. The data revealed that, most of the students have problems in pronouncing short and long English vowels. It was found that there were 483 correct pronunciations out of 900 totals with a mean score were 54. The total numbers for incorrect pronunciation of short vowels were 79 and long vowels were 338. Furthermore, from 30 students, only 6 students with a score above 60 and only 1 student with a score above 75.

The second relevant research was conducted by Damitra Paulo Purba et al (2019).which is entitled “An Analysis Students’ Vowel In Pronunciation”. This research was conducted in 2019. The subjects of this research were eighth grade at SMP Swasta Puteri Sion. The research used the

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qualitative research method. The total samples of this research are 22 students. after collecting the data the result showed the students' ability in pronouncing vowel sounds. The result showed that words 19 words were incorrectly pronounced by the students with a percentage 53% and 17 words are correctly pronounced by the students with a percentage 47%. It means the students could not pronounce the phonetic symbol correctly. They can pronounce the words only the words that are familiar to them. Therefore the students need to learn more how to pronounce the English words correctly, it can by listening to English music, reading English novels, and watching English movie.

Based on the relevant research above we can conclude that the similarities and differences between both of them. The similarity between the relevant research above is the students were found a lower score in pronouncing English sounds, especially in vowel sounds. On the other hand, the difference between the two of them is using the different design from their own research. The first one used descriptive research and the second one used qualitative research.

### C. Operational Concept

In carrying out the research, it is necessary to clarify the variable in analyzing the data. The indicator of pronunciation in vowel sounds in this research are:

1. The students are able to pronounce the English Pure vowel sound.
  - a. The students are able to pronounce the English Pure vowel sound i: (voiced, lips are spread, the tongue is closest to the roof of the mouth)

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- b. The students are able to pronounce the English Pure vowel sound I (voiced, lips are spread, not high as i:, the tongue is above close position, the tongue is more relaxed)
- c. The students are able to pronounce the English Pure vowel sound ʊ (voiced, the lips are rounded, the tongue behind center is raised)
- d. The students are able to pronounce the English Pure vowel sound U: (voiced, lips are rounded, the tongue is tense)
- e. The students are able to pronounce the English Pure vowel sound e (voiced, lips are loosely spread, the tongue is the half-open and half-close positions)
- f. The students are able to pronounce the English Pure vowel sound ə (voiced, the lips are neutrally spread, the tongue is the half-open and half-close positions)
- g. The students are able to pronounce the English Pure vowel sound ɜ: (voiced, lips are neutrally spread, the tongue is between the half-close and half-open positions)
- h. The students are able to pronounce the English Pure vowel sound ɔ: (voiced, lips are loosely rounded, the tongue is raised between half-open and half-open positions)
- i. The students are able to pronounce the English Pure vowel sound æ (voiced, lips are neutrally open, the tongue is raise below the half-open position)



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- j. The students are able to pronounce the English Pure vowel sound ʌ (voiced, lips are neutrally open, the tongue is raise below the half-open position)
- k. The students are able to pronounce the English Pure vowel sound ɑ: ( voiced, lips are neutrally open, the tongue between centre and back )
1. The students are able to pronounce English Pure vowel sound ɒ (voiced, lips are lightly rounded, the tongue is in the fully open position)
2. The students are able to pronounce the English Diphthong vowel sound.
  - a. The students are able to pronounce the English Diphthong vowel sound ɪə (voiced, the lips are neutral )
  - b. The students are able to pronounce the English Diphthong vowel sound ʊə ( voiced, the lips are loosely rounded, becoming neutrally spread)
  - c. The students are able to pronounce the English Diphthong vowel sound eə ( voiced, the lips remain neutrally open)
  - d. The students are able to pronounce the English Diphthong vowel sound v: (voiced, the lips are spread)
  - e. The students are able to pronounce the English Diphthong vowel sound aɪ ( voiced, the lips move from neutral to loosely spread)
  - f. The students are able to pronounce the English Diphthong vowel sound əʊ ( voiced, the lips are neutral but change to loosely rounded).

## A. Research Design

The design of this research was descriptive quantitative research. According to Gay (1992) in Nuardi (2015) descriptive method is to get more understanding deeply and quickly analyze data. Cohen, et al. (2000) also stated descriptive means to describe and interrupted the phenomena. This research was designed to find out the students' ability in pronouncing Vowel Sounds.

Quantitative research was a type of educational research in which the researcher decides what to study, asks the specific, narrow questions, collects numeric (numbered) data from participants; analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner Creswell (2012).

Based on this theory, quantitative descriptive is the research to describe or interrupted the phenomena with the statistical method used. Descriptive research in this study is to describe the results and information about the students' ability in pronouncing vowel sounds.

## B. Time and Location

This research was conducted at the English Education Department of State Islamic University of Sultan Syarif Kasim Riau which is located at Jl. HR. Soebrantas Panam Km.15 no.155, Tuah Madani, Kec. Tampan,

Kabupaten Kampar, Riau 28293. This research would be held on July 2021.

## C Subject and Object of the Research

### 1. Subject of the Research

The subject of this research was the fifth-semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

### 2. Object of the Research

The object of this research was an analysis of students' ability in pronouncing Vowel Sounds.

## D. Population and Sample of the Research

### 1. Population

The population of this research was the fifth-semester students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau. It has 6 classes. The total numbers of the fifth semesters at this department are 142 students.

**Table III. 1 Population of the Research**

NO	CLASS	TOTAL
1	A Class	21
2	B Class	25
3	C Class	25
4	D Class	25
5	E Class	23
6	F Class	23
<b>Total</b>		<b>142</b>



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## 2. Sample

According to Arikunto (2006) if the population more than 100, the sample was taken between 10-15% up to 20-25% as the sample. So the researcher took 15% of students as the sample which consist of 142 students. Therefore there were 21 students as sample in this research. The researcher used the proportional random sampling technique in choosing the respondents.

**Table III. 2 Sample of the Research**

NO	CLASS	POPULATION	SAMPLE
1	A Class	21	3
2	B Class	25	4
3	C Class	25	4
4	D Class	25	4
5	E Class	23	3
6	F Class	23	3
<b>Total</b>		<b>142</b>	<b>21</b>

In this research, the researcher used proportional random sampling. In choosing the sample of the population from each class randomly, the researcher used a simple lottery technique by using pieces of paper (Usman & Purnomo, 2015). To know how many students each class as the sample, the researcher was divided the number of students each class by the total of the population and then times the total of the sample (Usman & Purnomo, 2015).

## E. Technique of Data Collection

Data collection techniques are one of a series of processes that exist in research to obtain useful data to answer the research problem formulation. In order to answer the research questions, the data will be collected by the test.

Test was one of the research instruments that can be used to determine someone's ability to a thing. In the test, the researcher will ask permission for the respondents and then explained the purpose of the researcher. After that, the researcher gives a test for the respondents. The test consists of vowel sounds (pure and diphthong) and then asks the respondent to read that vowel.

The vowels are (/i:/ /ɪ/ /ʊ/ /u:/), (/e/ /ə/ /ɜ:/ /ɔ:/), (/æ/ /ʌ/ /ɑ:/ /ɒ/) and (ɪə, ʊə, eə, eɪ, v:, aɪ, əʊ). Then the researcher asked the respondent to record respondents' pronunciation. The data from respondents, later on, were in a form of transcription. Then, each respondent recorded was analyzed into phonetic transcription to figure out students' errors in pronouncing vowel sounds.

## F. Technique of Data Analyzing

After following the steps above then the writer will analyze the data by the following steps:

1. The researcher plays and listen the respondents recording
2. Transcribing the respondents pronunciation into phonetic transcription
3. Assessing the respondents pronunciation whether they are correct or incorrect by using Oxford Dictionary

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4. Giving score 1 (one) for each correct pronunciation and 0 (zero) for incorrect pronunciation
5. Put the respondents score into table below:

To analyze the score of respondents' test, the researcher uses the form as follows:

**Table III. 3 Respondents Test Analysis**

Code of Respondents	Number of Words							RCA	MCA
	1	2	3	4	5	...	30		
R1									
R2									
R3									
R4									
R5									
...									
R21									
$\Sigma$ NCW									

(Adopted from Dwi Astutik, 2017)

6. Calculating the average proportion of correct pronunciation

**Table III. 4The Classification of Students' Score**

The Level Score	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

(Arikunto, 2006)

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to identify the students' ability in pronouncing vowel sounds at the fifth-semester students' English Education Department of Uin Suska Riau. Based on the finding and the discussion in the previous chapters, from 21 students, the researcher got the mean score 96.66. For the interval's finding, the interval at score of 92-93, there is 1 student. At an interval score of 94-95, there are 7 students. At an interval score of 96-97, there are 6 students. At an interval score of 98-99, there are 6 students. And at an interval 100-101, there is 1 student. Then, the interval between 80-101 is at very good category. That is why the students' ability in pronouncing vowel sounds was at very good category with the percentage 100%. Learning phonetics gave a positive impact to improve the students' ability in English pronunciation, especially in vowel sounds. Based on the result above, it is clear that the research question of this research has been answered.

#### B. Suggestion

Based on the result and conclusion of the research, it is known that students' ability in pronouncing vowel sounds at the fifth-semester students on English Education Department in Uin Suska Riau is in very good category. The researcher provides several recommendations as follows:

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1. For the Students

- a. The students should be learned more about English in order to develop and increase their ability, especially about pronunciation. The students should be practice to use English in their daily activity with the correct pronunciation.
- b. The students should be more active in learning English Pronunciation. Never Give up in learning English Pronunciation and practice how to pronounce the English words as much as possible

2. For the Teacher

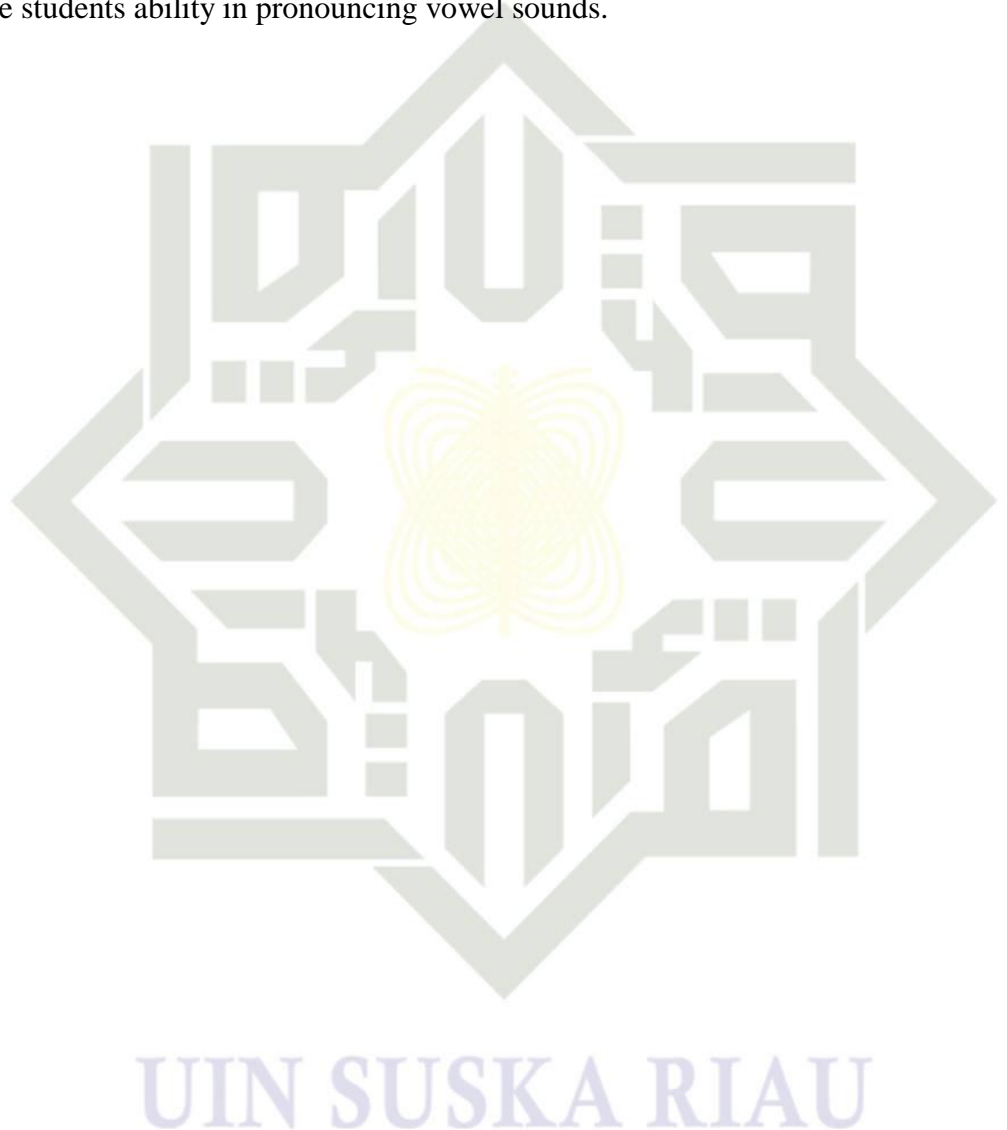
The English teacher are suggested to help more the students to increase their interest in learning English Pronunciation and also should motivate the students to be more active in English learning process by helping them enrich pronunciation, so the studens can be easier in speaking ability.

The teacher also needs to use some activities or approaches in teaching and learning process about English. The teacher should be active in using some activities or method teaching English pronunciation or sometimes the teacher can use the native English speaker in the classroom to train the students ability in pronunciation.

3. For the Next Researcher

The researcher focused on students' ability in pronouncing vowel sounds especially pure and diphthong vowel sounds. So for the next

researcher the writer recommends a focus on triphthong sounds, how the students' ability in pronouncing triphthong sounds. As the definition in previous chapter about descriptive research, descriptive research is the research to describe or interrupted the phenomena. This research aims to find the students ability in pronouncing vowel sounds.



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## 1. Syllabus

### FACULTY OF EDUCATION AND TEACHER TRAININ UIN SUSKA RIAU SYLLABUS

**Subject** : Phonetics and phonology

**Code** : PBI 2425

**Credits** : 2 credits

**Lecturer** : Kurnia Budiyanti, M.Pd

**Objectives** : This course aims to give a deep understanding about phonetics and phonology. Basically, it discusses about segmental and supragmental features. In segmental features, the students will learn about phonemes, both vowels and consonant sound with the classification. They also discusses the difference of phonemes both in American and British English style. While in suprasegmental features, the students are intended to know about stress and intonation.

#### Topics:

1. Phonetics and Phonology
2. Letters and Sounds
3. Phonetic Symbols: Comparing American and British English Symbols
4. Vowels: Pure Vowels, Diphthongs and Triphthongs
5. Consonants 1: Places of Articulation
6. Consonants 2: Manner of Articulation
7. Consonants 3: Voicing and Force of Articulation
8. Mid Term Test
9. Minimal Pairs
10. Allophones
11. Sounds of Ending 's/es' and 'ed'
12. Word Stress
13. Sentence Stress

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14. Intonation
15. Contractions, Assimilation, Elision and Linking
16. Final Test

**Assessments:**

The students will be assessed with the following aspects:

- |                          |     |
|--------------------------|-----|
| 1. Individual assignment | 15% |
| 2. Structural assignment | 15% |
| 3. Mid term test         | 35% |
| 4. Final test            | 35% |

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## 2. Instrument

### Technique of Data Analyzing

After following the steps above then the writer will analyze the data by the following steps:

1. The researcher plays and listen the respondents recording
2. Transcribing the respondents pronunciation into phonetic transcription
3. Assessing the respondents pronunciation whether they are correct or incorrect by using Oxford Dictionary
4. Giving score 1 (one) for each correct pronunciation and 0 (zero) for incorrect pronunciation
5. Put the respondents score into table below:

To analyze the score of respondents' test, the researcher uses the form as follows:

**Table III.1 Respondents Test Analysis**

Code of Respondents	Number of Words							RCA	MCA
	1	2	3	4	5	...	30		
R1									
R2									
R3									
R4									
R5									
...									
R21									
ΣNCW									

(Adopted from Dwi Astutik, 2017)

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Calculating the average proportion of correct pronunciation

**Table III.2 The Classification of Students' Score**

The Level Score	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

(Arikunto, 2002)

**Indicators:**

In carrying out the research, it is necessary to clarify the variable in analyzing the data. The indicators of pronunciation in vowel sounds in this research are:

1. The students are able to pronounce English Pure vowel sound.
2. The students are able to pronounce English Dipthong vowel sound.





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### 3. Students' Test

**Bullying:** A cancer that must be eradicated

A tragic end to an education that has barely begun 13 years old Kiki stopped schooling because **her classmates** used to make fun of her relentlessly. They had accidentally discovered her humble background, her father being a street vendor. In another case, 15 years old Dinda could not **take** it anymore. She was constantly teased by her classmates for falling in junior high school.

And it yet another, more recent case, some senior students of a junior **high** school **took** seven junior students, and subjected them to violent beatings. Sherry, one of the junior students, was rushed to hospital with bruises on his abdomen. He is extremely scared to **go** to school. Julie, a 10 years old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to **call** her *Sumatran, elephant, baboon, gentong* and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia, bullying exists in every form, from teasing to extreme abuse. Even **though** incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by the National child protection commission has shown that more than **half** of bullying incidents go unreported due to **the** fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because they **feel** it will “make a **big** deal”. Or worse, they are so scared that they don’t trust anyone and do not **want** to share their **plight** with anyone. The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.



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Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in serve circumstances, they stop studying altogether.

Children should not be living constants **fear**. They shouldn't be afraid. On the contrary, they should **look** forward to every day of school and enjoy school life. According to a research, bullying has always existed in Indonesia society, but it has **come** to surface due to the recent proliferation of media technologies (craigh 2019). Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be compaigns to increase awareness. Everyone should be working together, againts it, to stop it. It is distressing to **see** our children being isolated from society because they are treated badly. I am of the opinion that no one has any right to harass or make **people** feel interior. No one should have that kind of power. These children are **our future** and we should make every possible effort to stop bullying.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in **any way**, shape or form, it means you are taking part in it. Whether it is directly or indirectly, by being silent. The majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the **person who** is at the receiving end. Mirror taunts can create a lot of **pain** and suffering. While it may seem innocent, the curmulative effect could be gighly damaging. In addition to that, as the pain increase, each instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your shcool, so it is the liability of every student to protect their classmates and try to stop bullying. If it doesn't **work**, then you should inform your teachers or parents.

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Not many of us think of stopping it. As long as it **doesn't** happen to us, why should we get involved, why should we bother? But the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So, next time, if you see someone getting bullied, would you try to stop it or **let** it happen? Remember, bullying is everyone's problem; **therefore**, everyone has to be the part of the solution.

No	Indicators	Focal vowel	Text number
1.	The students are able to pronounce English pure vowel	i: ( see, people )	1, 4
		I ( big )	1
		ʊ ( look, took )	1, 1
		U: ( who )	1
		e ( any, let )	1,1
		ə ( the, person )	9, 1
		ɜ: (her, work )	5, 2
		ɔ: ( call )	1
		æ ( pain )	1
		ʌ ( come, doesn't )	1,1
		ɑ: ( classmates, half )	3, 1
		ɒ ( want )	1
2.	The students are able to pronounce dipthong vowel sound	ɪə ( feel, fear )	1,2
		ʊə ( our, future )	2, 1
		eə ( therefore )	1
		eɪ ( take, way )	1,1
		aɪ ( high, pligh )	1, 1
		əʊ ( go, though )	1,1



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## Rater 1

[illegible]

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Rater 2

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[illegible]

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[illegible]

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## 5. Supervisor Letter

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 Fax. (0761) 508647 Email: uin@uin-suska-riau.ac.id, e-mail: uin@uin-suska-riau.ac.id

---

Pekanbaru, 21 Januari 2020


Nomor : Un.04/F.II.4/PP.00.9/729/2020  
 Sifat : Biasa  
 Lamp. : -  
 Hal : *Pembimbing Skripsi*

Kepada  
 Yth. Kurnia Budiyantri, S.Pd, M.Pd  
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu 'alaikin warrahmatullahi wabarakatuh*  
 Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIDATUL JANNAH  
 NIM : 11714202683  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : The Effect of Using Repetition Drill on Students Pronunciation Skills at Junior High School 22 Pekanbaru  
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditemukan. Atas kesediaan Saudara diucapkan terima kasih.

Wassalam  
 an. Dekan  
 Wakil Dekan  
  
 Dr. Des. Alimuddin, M. Ag  
 NIP. 19660924 199303 1 002

Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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## 6. Supervisor Letter (Extension)



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Fax. (0761) 561947 Web: www.fk.unsuska.ac.id E-mail: effak\_unsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/6271/2021  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 28 Juni 2021

Kepada  
Yth. Kurnia Budiyantri, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : RIDATUL JANNAH  
NIM : 11714202683  
Jurusan : Pendidikan Bahasa Inggris  
Judul : An analysis of students ability in pronouncing vowel sounds at the fifth semester students in english education department of state islamic university of sultan syarifkasim riau  
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Wassalam

an. Dekan  
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag.  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau






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**7. Students' Thesis Guidance Activities Letter**

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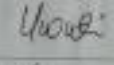
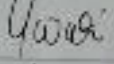
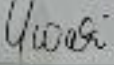
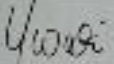
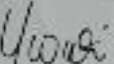


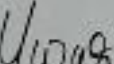
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---

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing	
a. Seminar usul Penelitian	
b. Penulisan Laporan Penelitian	
2. Nama Pembimbing	Kurnia Bahraeni M.Ed
a. Nomor Induk Pegawai (NIP)	130210010
3. Nama Mahasiswa	Rakul Jannah
4. Nomor Induk Mahasiswa	0714101603
5. Kegiatan	

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	24 / 1 / 2020	Bab 1		
2	10 Juli 2020	Bimbingan Proposal (daring)		
3	19 October 2020	Bimbingan Proposal (daring)		
4	26 October 2020	Perbaikan Proposal (daring)		
5	2 November 2020	Acc Proposal		

Pekanbaru, ..... 20  
 Pembimbing,  
  
 NIP. ....



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## 8. Attachment of Proposal Examination



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LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL

Nama : Ridatul Jannah  
Nomor Induk Mahasiswa : 11714202683  
Hari/ Tanggal : Selasa, 22 Desember 2020  
Judul Proposal Penelitian : An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau

NO	URAIAN PERBAIKAN
1.	Chapter 1 Page 4 : Page 4 Limitation of the Problem untuk lebih di spesifikasikan Page 4 : Menambahkan kata semester pada Objective of the Research
2.	Chapter 2 Page 6: Menambah grand theory - Setiap tabel dibuat dalam satu halaman. - menghapus poin yang tidak berhubungan dengan vowel sounds. - Menambah Sub-bab mengenai penilaian pada pronunciation.
3.	Chapter 3 Mengecek teori kembali
4.	References - Masih ada yang salah baca lagi teori pengutipannya - Menambah halaman web dan retrived masing masing teori.

Penguji I

Rizki Fiprinita, M. Pd

NIP.198205082009012009

Pekanbaru, 22 Desember 2020

Penguji II

Nelvia Ibrahim, M.Pd

NIP. 198011012007102004



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## 9. Ratification of the Proposal Seminar Improvements



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Kampus 1, Jl. D. Sudirman Km. 10, Tembung, Pekanbaru/Riau 20132-70, 20132-1004 Telp. (0756) 5177071 Fax. (0756) 517109

---

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa	Bidatul Jamah
Nomor Induk Mahasiswa	11714202683
Hari/Tanggal Ujian	Selasa, 22 Desember 2020
Judul Proposal Ujian	An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students at English Education Department of State Islamic University of Sultan Syarif Kasim Riau
Jai Proposal	Proposal ini sudah sesuai dengan masalah dan solusi yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rozli Fapenna, M. Pd.	PENGUJI I		
2.	Nelsia Ibrahim, M. Pd.	PENGUJI II		

Mengetahui  
s.d. Dekan  
Wakil Dekan I



Dr. Dr. Hrenuddin, M. Ag.  
NIM. 096609241995011002

Pekanbaru, 01 Februari 2021  
Pengeta Ujian Proposal



Bidatul Jamah  
NIM. 11714202683







## 10. Pre-Research Letter

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Nomor	: Un.04/F.II.4/PP.00.9/1060/2021
Sifat	: Biasa
Lamp.	: -
Hal	: <i>Mohon Izin Melakukan PraRiset</i>
Pekanbaru, 02 Februari 2021	
Kepada Yth. Ketua Prodi Pendidikan Bahasa Inggris di Tempat	
<i>Assalamu 'alaikum warahmatullahi wabarakatuh</i> Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :	
Nama	: RIDATUL JANNAH
NIM	: 11714202683
Semester/Tahun	: VII (Tujuh)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
ditugaskan untuk melaksanakan PraRiset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.	
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.	
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.	
 a.n. Dekan Wakil Dekan III Dr. Drs. Nursalim, M.Pd. NIP. 19660410 199303 1 005	



## 11. Permission Letter of Pre-Research

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**SURAT KETERANGAN**  
No. 01.13/Sket/PBI/II/2021

Berdasarkan surat rekomendasi Nomor: Un.04/F.11.4/PP.00.9/1060/2020, dengan ini menerangkan bahwa:

Nama	: RIDATUL JANNAH
NIM	: 11714202683
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1 Universitas Islam Negeri Sultan Syarif Kasim Riau

Di beri izin untuk melaksanakan pra-riset untuk pengumpulan data tesis yang berjudul "An Analysis of Students' Ability in Pronouncing Vowel Sounds at the Fifth Semester Students in English Education Department of State Islamic University of Sultan Syarif Kasim Riau" di Jurusan Pendidikan Bahasa Inggris UIN Suska Riau.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Pekanbaru, 02 Februari 2021  
Mengetahui,  
Ketua Jurusan PBI

  
Drs. Samsi, M.H.Sc.  
NIP. 19630803 199303 1 003



## 12. Research Letter

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State Islamic University of Sultan Syarif Kasim

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**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Jl. H. R. Soebrantas No.155 Km.18 Tangkay Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 567647  
Fax. (0761) 567647 Web: www.uin-suska.ac.id E-mail: atak, uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/5884/2021  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 14 Juni 2021 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : RIDATUL JANNAH  
NIM : 11714202683  
Semester/Tahun : VIII (Delapan) / 2021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An analysis of students ability in pronouncing vowel sounds at the fifth semester students in english education department of state islamic university of sultan syarif kasim riau

Lokasi Penelitian : Prodi Pendidikan Bahasa Inggris UIN Suska Riau  
Waktu Penelitian : 3 Bulan (14 Juni 2021 s.d 14 September 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya disapkan terima kasih.

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP.19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau





### 13. Recommendation of Riau Governor

#### Hak Cipta Dilindungi Undang-Undang

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#### PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 480 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
Email : dpmptsp@riau.go.id

#### REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/41794  
T E N T A N G

#### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.J/PP.00.9/5884/2021 Tanggal 14 Juni 2021, dengan ini memberikan rekomendasi kepada:

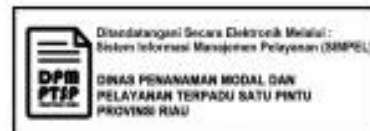
- |                      |  |
|----------------------|--|
| 1. Nama              | : RIDATUL JANNAH   |
| 2. NIM / KTP         | : 117142026830   |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS  |
| 4. Jenjang           | : S1   |
| 5. Alamat            | : PEKANBARU  |
| 6. Judul Penelitian  | : AN ANALYSIS OF STUDENTS ABILITY IN PRONOUNCING VOWEL SOUNDS AT THE FIFTH SEMESTER STUDENTS IN ENGLISH EDUCATION DEPARTMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU |
| 7. Lokasi Penelitian | : PRODI PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU   |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 16 Juni 2021



#### Tembusan :

#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang bersangkutan






## 14 Completion Letter to the Researcher

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 جامعة السلطان شريف قاسم الإسلامية الحكومية رياو  
 STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
 Jl. H.R. Soebrantas KM.15 No.155 Tuahmadani Tampan - Pekanbaru 28293 PO Box. 1004  
 Telp. 0761-562051 Fax. 0761-562052 Web. www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

---

Nomor : B-1580/Un.04/WR.I/TL.00/07/2021 Pekanbaru, 2 Juli 2021  
 Sifat : Biasa  
 Lamp :  
 Hal : Izin Riset


Kepada Yth.  
 Dekan Fakultas \_\_\_\_\_  
 Kabag \_\_\_\_\_  
 UIN Suska Riau \_\_\_\_\_  
 Pekanbaru


Assalamualaikum Wr. Wb.  
 Dengan hormat, menindaklanjuti surat nomor : 503/DPMPTSP/NON IZIN-RISET/41794 tanggal 16 Juni 2021 hal Mohon izin Riset dan Pengambilan Data Tugas Akhir/Skripsi, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

Nama : Ridatul Jannah  
 NIM : 117142026830  
 Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melaksanakan Penelitian dan Pengambilan Data guna mendapatkan Data dan Informasi yang terkait dengan Judul Penelitian: "An Analysis Of Students Ability In Pronouncing Vowel Sounds At The Fifth Semester Students In English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau" pada unit kerja saudara.

Demikianlah kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam  
 Rektor  
 Wakil Rektor Bidang Akademik,  
 dan Pengembangan Lembaga  
  
 Hj. Helmiati, M.Ag  
 NIP. 19700222 199703 2 001



Tembusan:  
 Yth. Rektor UIN Suska Riau.

Bag-Akd 238/eh/su/07/2021



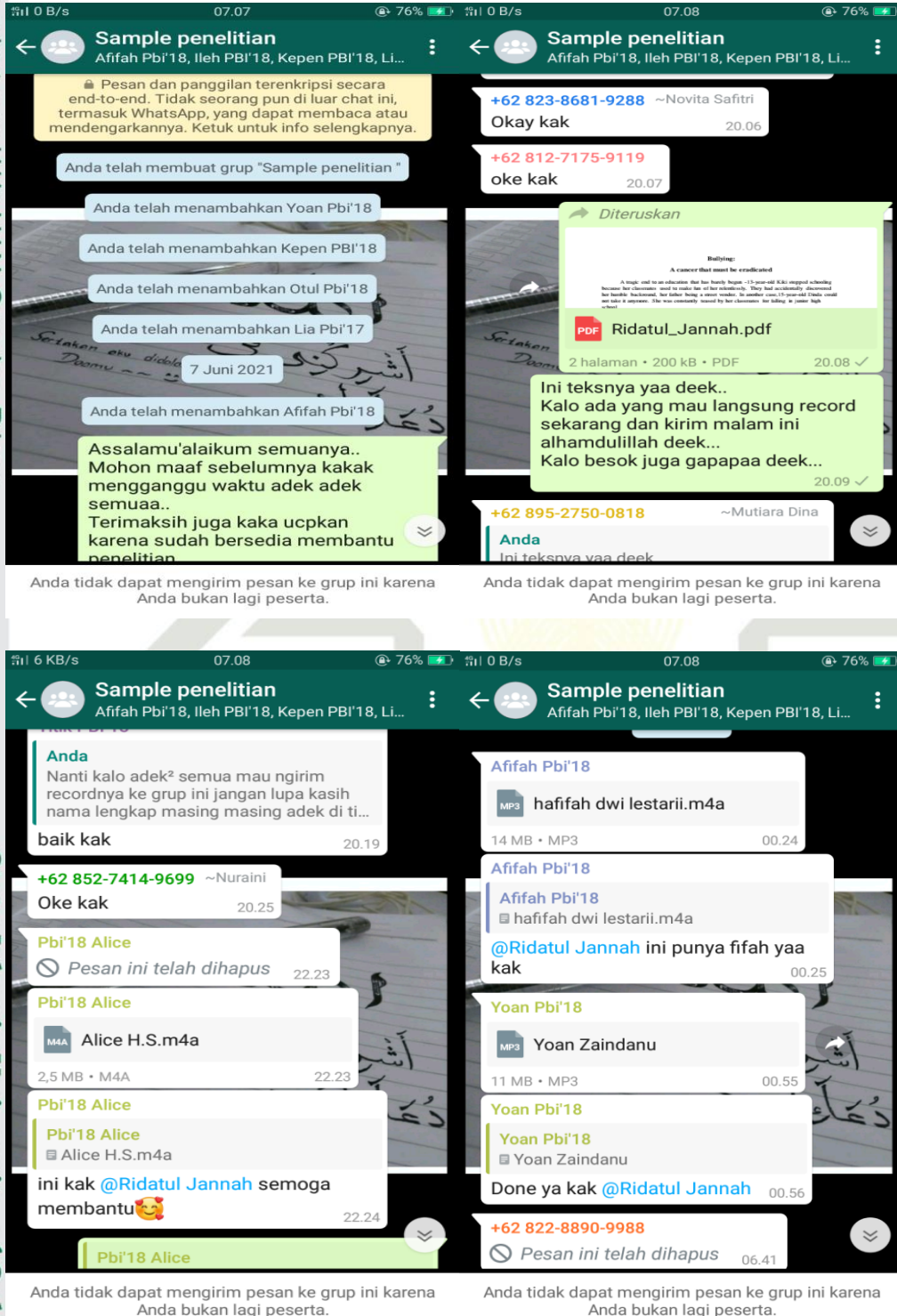
## 15. Documentation

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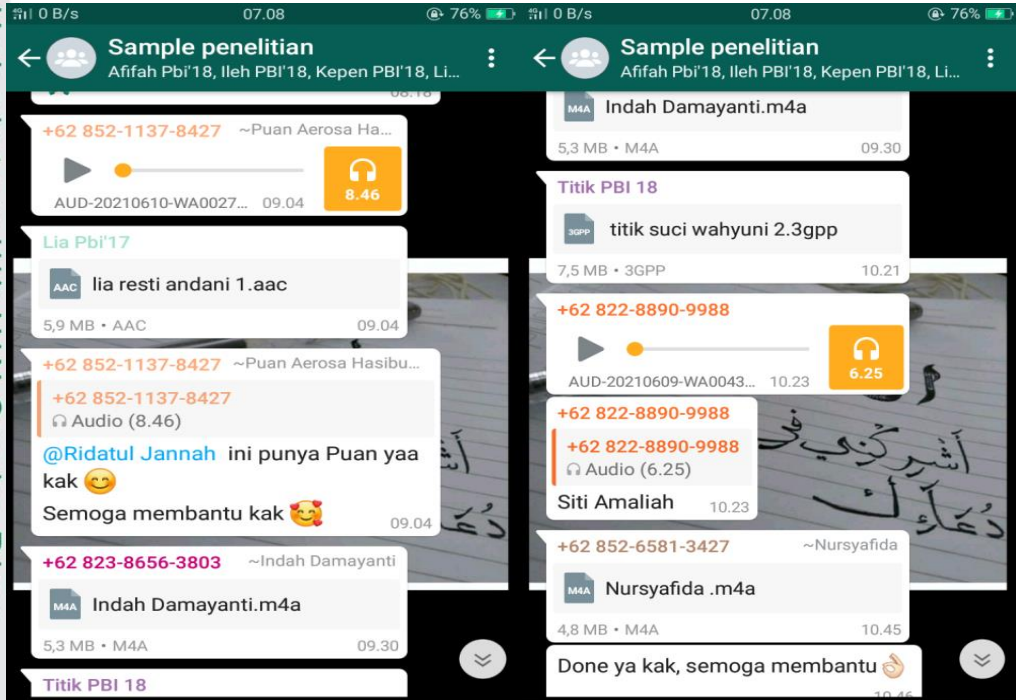


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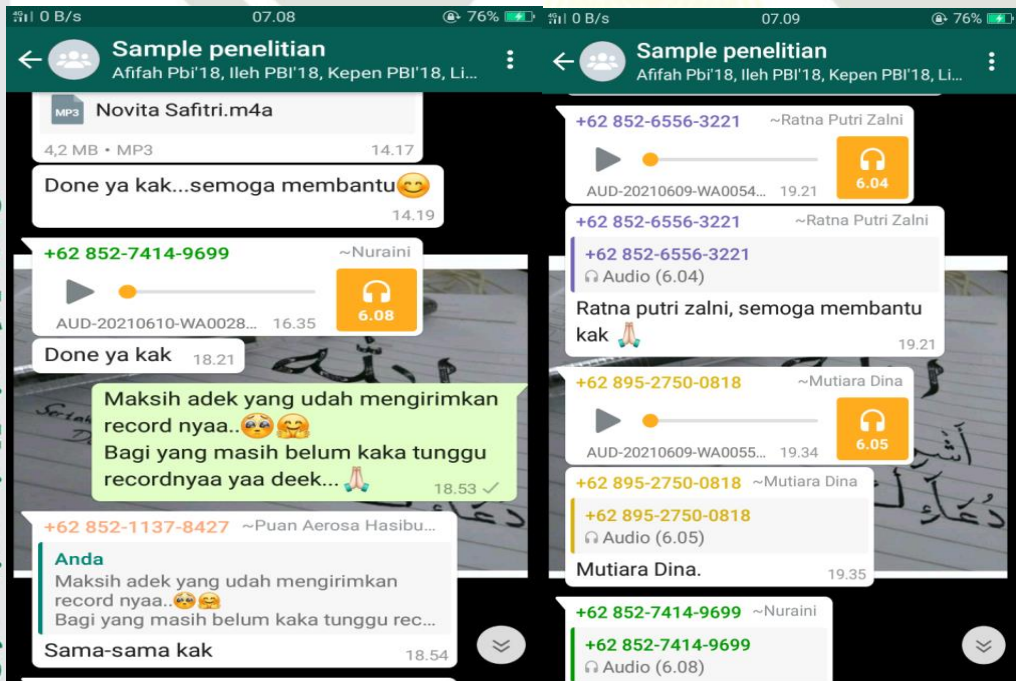
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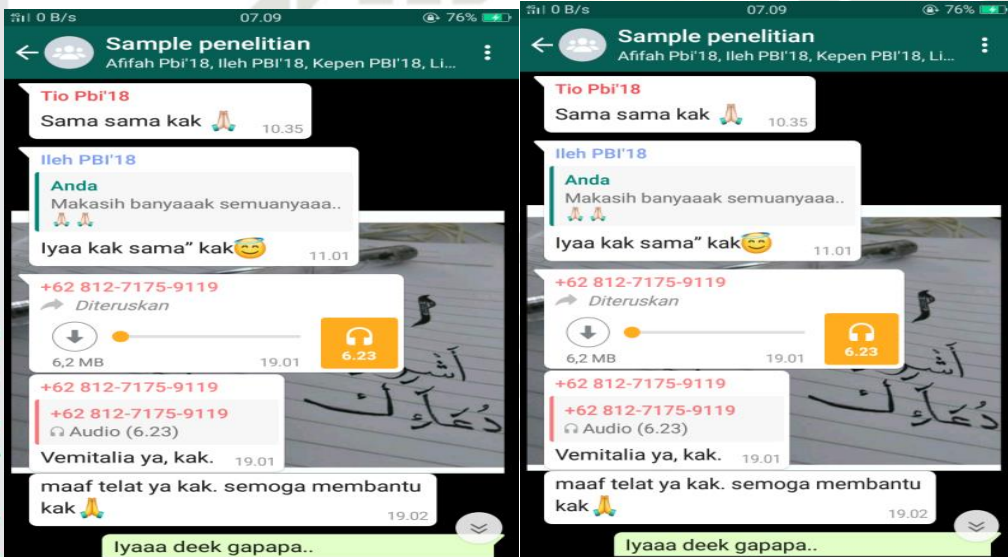
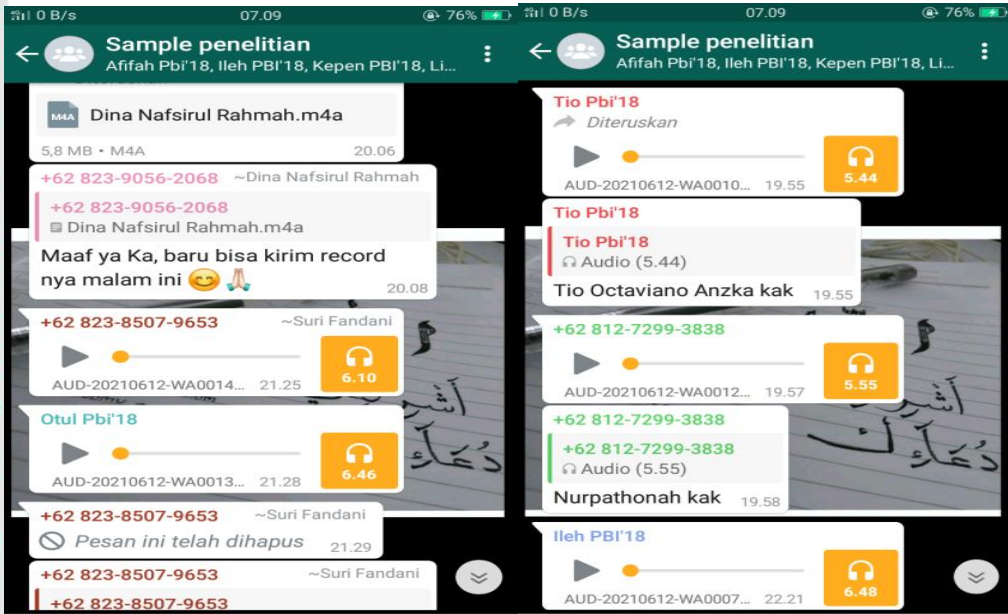


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## State Islamic University of Sultan Syarif Kasim



UIN SUSKA RIAU





## CURRICULUM VITAE

Ridatul Jannah was born in Sumanik, October 10<sup>th</sup>, 1998. She is the younger daughter of Mr. Yusrizal and Mrs. Emi Aslinda. In 2011, she has finished her study at SDN 07 Sumanik. In 2014, she finished her study at MTsN Sumanik and continued to MAN 1 Tanah Datar. She graduated from MAN 1 Tanah Datar in 2017.

In 2017, she was accepted to become one of the students in Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. In 2020, she did KKN program in Nagari Pasia Laweh. Then, she did teaching practice program (PPL) at MAN 1 Tanah Datar Plus Keterampilan on October-December 2020. To fulfill one of the requirements for bachelor degree in Department of English Education, she conducted the research on July 2021 by the thesis entitled “An Analysis of Students’ Ability in Pronouncing Vowel Sounds at the Fifth Semester Students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau”.

UIN SUSKA RIAU